

East Kent Individual Placement Descriptor (IPD) for the four-month academic placement

Separate IPDs for clinical placements are available on foundation school website

<p><i>Type of programme</i></p> <p>The aim is to introduce Foundation doctors to academic medicine, in order to encourage individuals to undertake research training and consider a clinical academic career.</p>	
<p><i>Employing trust:</i></p> <p>East Kent Hospitals University NHS Foundation Trust</p>	<p><i>Academic placement based at:</i></p> <p>Both the F1 and F2 posts are based within East Kent Hospitals University NHS Foundation Trust but may be at any of the sites: Queen Elizabeth the Queen Mother Hospital (Margate), the Kent and Canterbury Hospital (Canterbury) or the William Harvey Hospital (Ashford). The academic rotations itself will be based in one of the education centres in either Margate, Ashford or Canterbury but will involve working Trustwide.</p>
<p>Programme preference</p>	<p>2425/KMMS/04, 2425/KMMS/05, 2425/KMMS/06, 2425/KMM 2425 2324/KMMS/08, 2425/KMMS/09</p>
<p>Brief outline of department:</p> <p>Our Medical Education Department is responsible for the education and training of over 700 doctors-in-training and over 500 medical students per year. We also support the provision of continuing professional development for all our locally employed doctors and Associate Specialist and Specialist Doctors. We are one of the largest, acute trusts in the country with a wide and diverse population across clinical settings.</p> <p>Our Specialised Foundation Programmes (SFPs) will support some Foundation Doctors to develop academic skills in addition to the clinical skills that are gained during the foundation years. The SFP in East Kent Hospitals University NHS Foundation Trust will provide excellent opportunities to develop Research, Education and Teaching and Leadership and Management skills in addition to the standard competencies outlined in the curriculum.</p> <p>We very much hope the programme will inspire and encourage successful individuals to pursue a career in Academic Medicine or Medical Education in the future. As with all Foundation Programmes, the primary aim of the SFP is to enable doctors to acquire and demonstrate the competencies described in the Foundation Programme Curriculum. Doctors on the SFP are required to maintain the same clinical skill level as those on a purely clinical programme, which means that SFP doctors must perform their academic work in addition to their foundation training.</p> <p>Each programme starts with a generic clinical F1 year which allows for newly qualified doctors to gain experience in a range of clinical posts, with the F2 year</p>	

having one 4 month rotation focusing upon academic elements alongside additional clinical experience in the other 2 rotations.

F1 doctors will meet with their academic supervisor(s) during their first year in order to discuss and plan for the following year and to prepare any necessary ethics applications. They will be encouraged to network with our Medical Education Clinical Fellow during their first year in preparation for collaboration with them in their F2 year.

The 4- month dedicated medical education placement will involve work, outcomes and competencies as indicated below

Structure of project/what is expected

We will discuss with successful applicants the specific nature of work and projects that will develop the academic competencies that the year should help develop.

Indicative outcomes and the competencies able to be developed:¹

- 1) **Outcomes:** Adapts teaching style to different learner needs and to different learning environments.
 - a) Competencies:
 - i) Describes and critically appraises the major pedagogic theories.
 - ii) Adapts teaching style, as appropriate, during learning events.
 - iii) Applies these theories to different professional groups, at different career stages (e.g. medical students, doctors, nurses) in different settings e.g. small groups (e.g. seminars, bed side teaching) and large groups (e.g. lecture theatres).
 - b) Examples of relevant supporting evidence
 - i) Lesson plans.
 - ii) Feedback from participants.
 - iii) Reflective logs on teaching sessions.
 - c) Content suggestions for programme designers
 - i) Provide educational sessions and electronic resources that cover pedagogic theories.
 - ii) Provide opportunities for foundation doctors to teach different professional groups in different settings.
- 2) Outcome: Develops and/or completes a piece of medical education research.
 - a) Competencies
 - i) Performs a systematic review of the literature.
 - ii) Formulates a credible/realistic research question.
 - iii) Describes different research methods available.
 - b) Examples of relevant supporting evidence.
 - i) A completed manuscript.
 - ii) An accepted abstract at a local/national/international meeting.
 - c) Content suggestions for programme designers.

¹ Outcomes and competencies adapted from SFP Scotland Handbook
<https://www.scotmt.scot.nhs.uk/media/2551790/Academic-Compendium.pdf>

- i) Educational session that explores the techniques for completing funding applications and the principles of full economic costing.
- ii) Guidance and resources to identify suggested funding sources .

3) Outcome(s): Presents a project proposal to senior colleagues

- a) Competencies
 - i) Produces a high impact written document.
 - ii) Delivers an effective, high impact power point presentation.
 - iii) Adapts presentation style to the specific audience.
 - iv) Responds positively to feedback.
- b) Examples of relevant supporting evidence
 - i) Reflection on experience of presenting to senior colleagues.
 - ii) Written document/PowerPoint presentation.
- c) Content suggestions for programme designers
 - i) Direct doctors to sample business cases/project proposals.
 - ii) A session covering the art of good power point presentations.

4) Outcome(s) : Measures the effectiveness of a project and develops recommendations for the future.

- a) Competencies
 - i) At the beginning of the project, appraises the different measurement options available.
 - ii) At the beginning of the project, identifies realistic and measurable outcomes.
 - iii) During/at the end of the project, uses a tool(s) to measure the project's success.
 - iv) Plans how the project will be sustainable.
- b) Examples of relevant supporting evidence
 - i) Reports the results of the measurement exercise and the actions taken.
 - ii) Reflection on the results.
- c) Content suggestions for programme designers
 - i) A session covering the different ways to measure the success of a project

Clinical commitments during academic placement
 Nil during the 4-month academic placement

Projects (if applicable)
 See indicative outcomes, competencies and examples above

Departmental academic teaching programme (if applicable)

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